DOCUMENT RESUME

ED 068 023 HE 003 464

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TITLE	An Innovative Academic Plan for an Upper Level University.
INSTITUTION	Texas Univ., Dallas.
PUB DATE	[72]
NOTE	10p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cluster Colleges; Core Curriculum; *Curriculum Development; Educational Improvement; *Educational Innovation; *Higher Education; Integrated Activities; *Interdisciplinary Approach; *Upper Division Colleges

ABSTRACT

The University of Texas at Dallas is one of the 7 new upper level colleges and universities (institutions offering only junior, senior and graduate level programs) recently established in Texas. A curriculum plan has been devised at the University that provides a unique combination of program budgeting, interdisciplinary activity with no sacrifice of disciplinary rigor and integrity, and undergraduate cluster college features. The combination is designed to: (1) avoid the negative aspects of mass education; (2) insure wholeness of learning; (3) provide an intellectual community; and (4) insure solid grounding of the student in the basic disciplines of his curriculum. (Author/HS)

ED 068023

AN INNOVATIVE ACADEMIC PLAN FOR AN UPPER LEVEL UNIVERSITY*

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The rapid growth of the number of upper level colleges and universities and various concomitant developments (e.g., the creation of the AULCU) have led to extensive studies (e.g., the recent study conducted by the Coordinating Board of the Texas College and University System) regarding the advantages and disadvantages of upper level institutions. And, while all of the resulting votes are not yet cast, it presently appears that the upper level concept may represent a viable means of attaining some of the most pressing goals of higher education today. It is equally true that many questions associated with the merits of upper level institutions remain unanswered. It is therefore highly critical that extensive effort be devoted to the development of approaches to the administration of academic institutions that are sufficiently innovative and sufficiently flexible to apply with equal effectiveness to both upper-level institutions and institutions offering traditional four-year undergraduate education programs. The academic plan for U. T. Dallas represents such a plan.

The University of Texas at Dallas was established in 1969 by an Act of the Regular Session of the 61st Texas Legislature. In this Act, authority is given to the Board of Regents of The University of Texas System to prescribe courses leading to degrees at the Baccalaureate, Master's, and Doctoral levels. The Act also provides for enrollment of junior and senior undergraduates in September, 1975; for continuation of the graduate programs in existence on September 1, 1969; and for planned expansion of the

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*The University of Texas at Dallas

scope of graduate offerings with the approval of the Board of Regents and the Coordinating Board. In effect, then, the Act established The University of Texas at Dallas as an upper level institution.

Pursuant to this legislation, an innovative academic plan has been developed for The University of Texas at Dallas. However, it should be emphasized that the plan is not innovative merely for the sake of innovation. Rather, it is designed to carry out the wishes of the Legislature and simultaneously to afford innovative approaches to the basic task of providing for students a meaningful educational experience.

The basic plan evolved as a result of (1) careful consideration of the mandate of the Legislature, (2) subsequent compilation of relevant objectives commensurate with both the mandate and the requirements and pressures of today's and tomorrow's educational process and, finally, (3) the development of a plan designed to meet such objectives in an optimal manner within reasonable resource constraints. The basic underlying goal which has represented the major influence in development of the plan is the creation of an organization of people, facilities, and curricula which will provide for:

(1) disciplinary integrity within an interdisciplinary context;

(2) the establishment of meaningful relationships between the student's specific curriculum and the entire world of work and ideas; and

(3) a reduction in the scale of the undergraduate program, as it relates to the individual student, so that personalization occurs in a process which has in too many cases undergone severe depersonalization.[1]

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[1] These and other important principles will be illustrated through references to Figure 1, a graphic representation of the proposed overall academic program at U.T. Dallas, and Figure 2, a diagram of the proposed academic organization of the University

The reader interested in a more detailed narrative treatment of the plan should see the Precis of the Academic Plan of The University of Texas at Dallas.[2] Due to space constraints, the plan can only be summarized in this document. The summarization is effected through Figure 1 (with related footnotes) and Figure 2. Through careful correlation of the information presented in these figures, the reader can achieve an understanding of the plan by noting only the following salient features (all of which represent departures from traditional academic organizations):

1. The University of Texas at Dallas will literally be a university without traditional colleges, schools, and departments.
2. The vertically structured rectangles (Figure 1) represent units (with no budget responsibility and/or authority) comprised of faculty disciplines with basic cohesion encouraged by common scholarly interests, not budgetary considerations.
3. All budgeting will be accomplished along program lines.
4. Graduate programs are represented by the horizontally structured rectangles in the upper portion of Figure 1. They will be administered by Graduate Program Heads with budget.
5. Undergraduate programs leading to a degree are indicated for particular disciplines by a circle appearing under the appropriate discipline (vertically structured rectangle) and will be administered through cluster colleges headed by college masters and staffed by an interdisciplinary college faculty. The college master will have a budget.
6. Each undergraduate college will have a small (10 to 15 member) college faculty associated with it. The college faculty will

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[2] Precis of Academic Plan, The University of Texas at Dallas, Dallas, 1971

assist the master in implementing the programs aimed at fulfilling the personal and educational goals of the students in the college. The principal teaching duty of the college faculty will be to offer a four-semester interdisciplinary seminar intended to relate the student's major to the entire world of work and ideas.[3] Thus, a student will take his interdisciplinary seminar within his own college and from his college faculty. He will have many of his other courses from faculty other than his college faculty. Each member of a college faculty will be expected, beyond his responsibility in the interdisciplinary seminar, to teach in his own discipline, to be heavily involved with academic advising, and to participate in the co- and extra-curricular life of the college with which he is associated. In this connection, it should be noted that only about 80 to 100 of a 1975 faculty of 200 will be a part of a college faculty.

7. Exemplary input to the various programs from the several disciplines is indicated by dots (.) at the intersections of lines extending from the appropriate disciplinary units to the relevant graduate program or undergraduate colleges.

8. Figure 2 indicates that, unlike the case in most traditional academic organizations, one of the chief (academic) budget officers will be the Executive Dean of Graduate Studies. The other two primary (academic) budget officers are the Executive Dean of Undergraduate Studies and the Executive Director of the Center for Advanced Studies. The Center for Advanced Studies represents the research arm of the university and will generally involve units (Institutes) which parallel the activity of the

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[3] These seminars are outlined in heavy rectangles within the section of Figure 1 depicting the disciplines and the faculties.

corresponding graduate program.

Summary of the Academic Program Structure

The rationale and meaning of the academic program structure as depicted in Figure 1 may be characterized as follows. The faculties of the University will furnish intellectual and human resources appropriate to the needs of the University, whether it is as teachers of undergraduate courses,[4] as members of the college faculties providing academic advisement and the required undergraduate interdisciplinary seminars,[5] as teachers of graduate courses in graduate programs,[6] or in all three capacities. Where research funding is available, a faculty member might also spend part of his time as a member of one of the research institutes within the Center for Advanced Studies.[7] A member of a faculty will thus be "hired" for a proportionate amount of his time by one or more of the following: the head of a graduate program; the master of a college (for service as a member of the college faculty); the Executive Dean for Undergraduate Studies (for the teaching of undergraduate courses other than the required interdisciplinary seminar); or the director of one of the institutes. This concept is clearly in contrast to the traditional one whereby a faculty member owes his primary allegiance to a particular discipline and department, operating under a department chairman or head.

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[4] Shown in output lines leading to degree designations (B.S. or B.A.) in the lower portion of Figure 1.

[5] Shown in output lines and dots leading from the heavily outlines rectangles among the disciplines in Figure 1.

[6] Shown in output lines and dots leading from the disciplines to the graduate program lines in Figure 1.

[7] See Figure 2.

ADMINISTRATIVE ORGANIZATION

Organization for academic administration at the University is planned to provide administrative leadership for implementation of a unique academic program structure.[8] The organization will be centered around a Provost and Dean of Faculties who is the chief academic officer of the University. He also acts for the President when called upon to do so. Assisting the Provost will be the other principal academic officers named below.

The Executive Director of the Center for Advanced Studies will have purview over the institutes in the University and thus will be in general charge of sponsored research. As a member of the President's staff, he will serve as an advisor to the Provost and the President on matters related to sponsored research.

The Executive Director of Academic Services will direct the instructional support, library, registration and admissions activities of the University. It will be his responsibility to insure that the University's academic service functions are available and effective. It is contemplated that he will provide special training in college teaching procedures for young and inexperienced faculty members. As a member of the President's staff he will advise the Provost and President on the activities within his purview.

The Executive Dean of Graduate Studies will direct the University's effort in graduate education. He will be responsible to the Provost and the President for the quality of graduate teaching programs and, with the the advice of the faculties, for the standards of admissions and graduation

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[8] The complete organization for the administration of academic programs is depicted in Figure 2.

in the graduate programs. He will be a member of the President's staff.

The Executive Dean of Undergraduate Studies will be responsible for the work of the colleges and for all undergraduate academic activity. It will be his job to maintain the quality of undergraduate life at the University, and to see that the undergraduate programs, in the colleges and in the entire University, are of excellent quality. He will be a member of the President's staff.

SUMMARY

The above described plan provides a unique combination of program budgeting, interdisciplinary activity with no sacrifice of disciplinary rigor and integrity, and undergraduate cluster college features. The combination is designed to:

(1) avoid the negative aspects of mass education;

(2) insure wholeness of learning;

(3) provide intellectual community;

(4) insure solid grounding of the student in the basic disciplines of his curriculum.

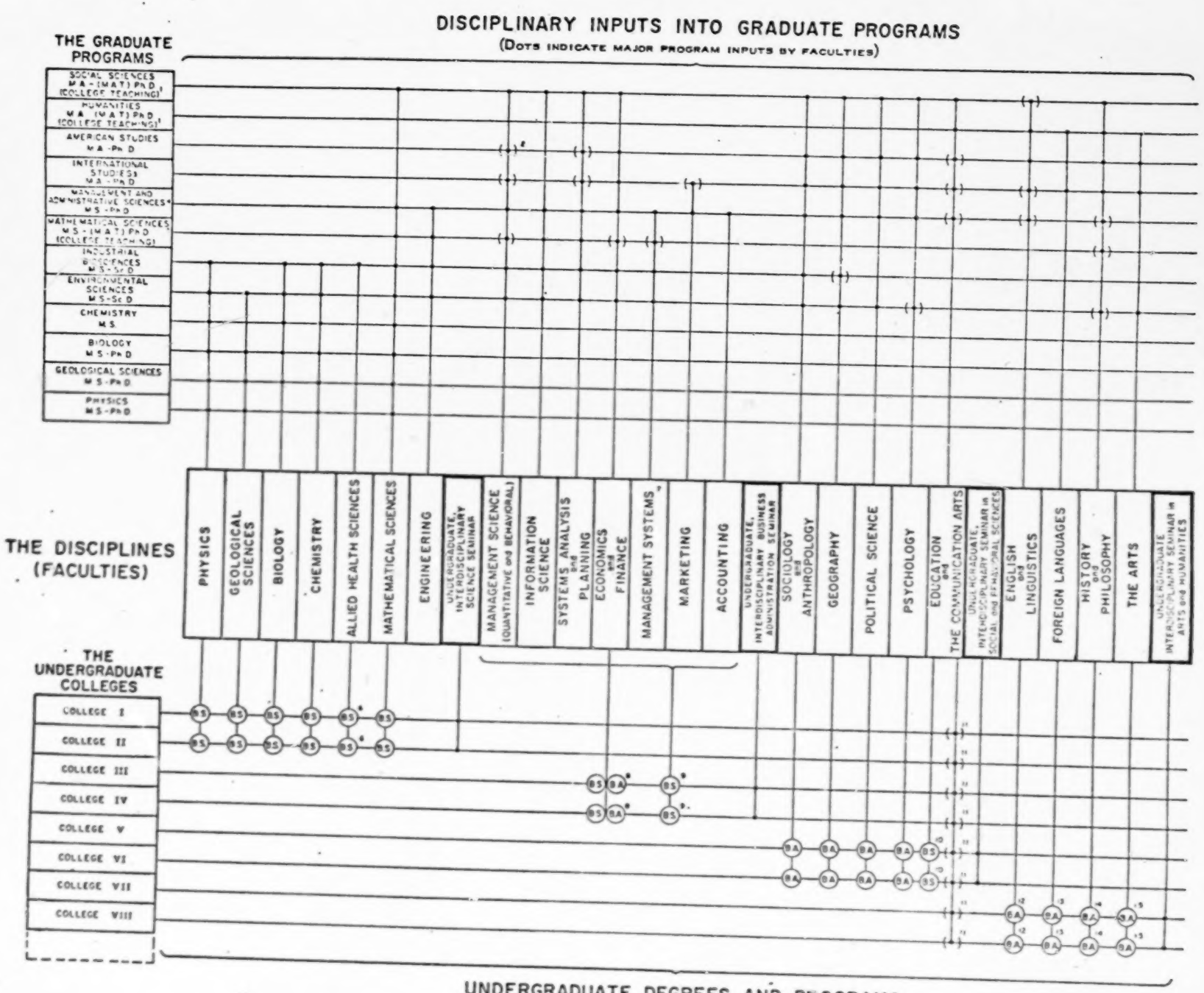

DISCIPLINARY INPUTS INTO GRADUATE PROGRAMS
(DOTS INDICATE MAJOR PROGRAM INPUTS BY FACULTIES)
THE GRADUATE PROGRAMS
SOCIAL SCIENCES M.A.-(M.A.T.) Ph.D (COLLEGE TEACHING)
HUMANITIES M.A. (M.A.T.) Ph.D (COLLEGE TEACHING)
AMERICAN STUDIES M.A.-Ph.D
INTERNATIONAL STUDIES M.A.-Ph.D
MANAGEMENT AND ADMINISTRATIVE SCIENCES M.S.-Ph.D
MATHEMATICAL SCIENCES M.S.-(M.A.T.) Ph.D (COLLEGE TEACHING)
INDUSTRIAL SCIENCES M.S.-Sc.D
ENVIRONMENTAL SCIENCES M.S.-Sc.D
CHEMISTRY M.S.
BIOLOGY M.S.-Ph.D
GEOLOGICAL SCIENCES M.S.-Ph.D
PHYSICS M.S.-Ph.D
THE DISCIPLINES (FACULTIES)
PHYSICS
GEOLOGICAL SCIENCES
BIOLOGY
CHEMISTRY
ALLIED HEALTH SCIENCES
MATHEMATICAL SCIENCES
ENGINEERING
UNDERGRADUATE, INTERDISCIPLINARY SCIENCE SEMINAR
MANAGEMENT SCIENCE (QUANTITATIVE and BEHAVIORAL)
INFORMATION SCIENCE
SYSTEMS ANALYSIS and PLANNING
ECONOMICS and FINANCE
MANAGEMENT SYSTEMS
MARKETING
ACCOUNTING
UNDERGRADUATE, INTERDISCIPLINARY BUSINESS ADMINISTRATION SEMINAR
SOCIOLOGY and ANTHROPOLOGY
GEOGRAPHY
POLITICAL SCIENCE
PSYCHOLOGY
EDUCATION and THE COMMUNICATION ARTS
UNDERGRADUATE, INTERDISCIPLINARY SEMINAR in SOCIAL and BEHAVIORAL SCIENCES
ENGLISH and LINGUISTICS
FOREIGN LANGUAGES
HISTORY and PHILOSOPHY
THE ARTS
UNDERGRADUATE INTERDISCIPLINARY SEMINAR in ARTS and HUMANITIES
THE UNDERGRADUATE COLLEGES
COLLEGE I
COLLEGE II
COLLEGE III
COLLEGE IV
COLLEGE V
COLLEGE VI
COLLEGE VII
COLLEGE VIII
UNDERGRADUATE DEGREES AND PROGRAMS
(CIRCLES INDICATE UNDERGRADUATE DEGREES)

Figure 1

FOOTNOTES FOR FIGURE 1

1. These are *programs* designed to train teachers for junior college teaching. Though these curricula are interdisciplinary in format, degree recipients will be required to do in-depth study and research in one of the social sciences or humanities.

2. Parentheses enclosing dots in *graduate programs* indicate optional inputs.

3. Like the American studies *program*, the international studies *program* will allow The University of Texas at Dallas to acquire a higher quality of undergraduate teacher by affording a limited amount of graduate activity for that teacher. For instance, the Ph.D. *program* in international studies will afford the chance for various members of the *faculties* in the areas of social and behavioral science and humanities and the arts to teach a limited amount of graduate work. This is highly desirable in affording continuing research and study activity for the undergraduate teacher.

4. The *graduate programs* in management and administrative sciences are proposed so as to provide for sub-specialties in the following areas: information science and data management, management in education, management and administration, management of financial institutions, management for the delivery of health services, the planning of management systems, and management for transportation.

5. As planned for The University of Texas at Dallas, the *graduate program* in mathematical sciences proposes advanced work in applied mathematics, mathematical theory, computer sciences, and statistics. A student will be expected to take work in all four areas of the mathematical sciences, and also to specialize in one.

6. In either Dietetics and Nutrition, Occupational Therapy, or Speech Pathology and Audiology.

7. The management systems *faculty* will provide specialists in the particular sub-specialties, within the general field of management and administrative sciences, which are outlined in Footnote 4.

8. The undergraduate programs in economics and finance will offer both the bachelor of science and the bachelor of arts degrees. For those students who are inclined toward the field of finance and applied economics, the bachelor of science degree will be the usual goal. For the student who is more interested in the historical and theoretical aspects of economics the bachelor of arts degree will be more appropriate.

9. At the undergraduate level, the bachelor of science degree is proposed in the general field of business and public administration.

10. Only in the fields of special education and educational media.

11. The input dots in parentheses indicate that students receiving the bachelor of science and bachelor of arts degrees in the various undergraduate disciplines will be able to acquire certification to teach in the secondary schools of Texas.

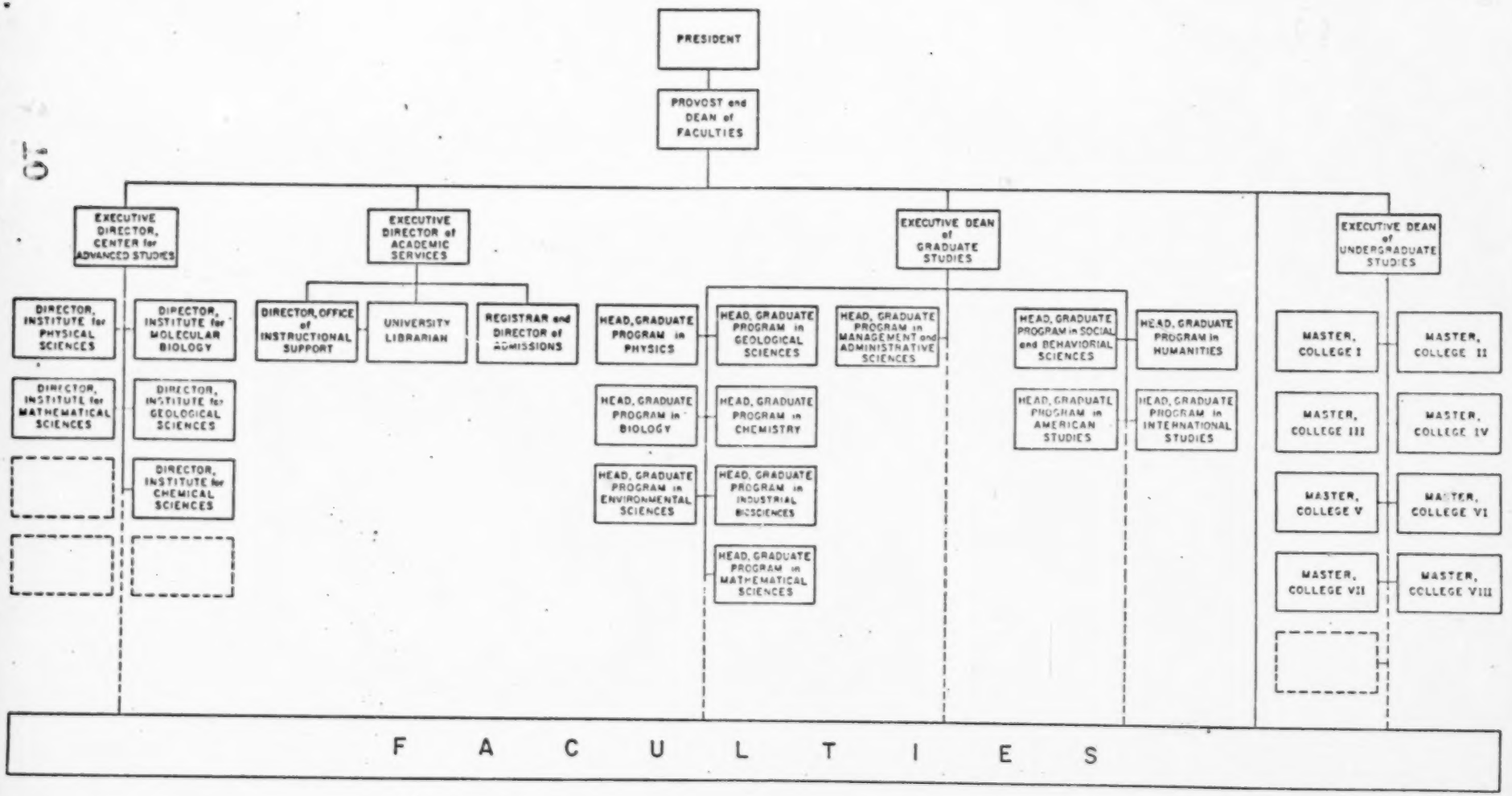
12. For English only.

13. In French, Spanish, German, and Russian.

14. In either history or philosophy (1977).

15. The bachelor of arts (non-professional) degree is proposed in the fields of music (1977), art (1977), and theatre (1977).

ADMINISTRATION OF THE ACADEMIC PROGRAMS
THE UNIVERSITY OF TEXAS AT DALLAS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HEAD, GRADUATE PROGRAM in PHYSICS
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MASTER, COLLEGE I
MASTER, COLLEGE II
MASTER, COLLEGE III
MASTER, COLLEGE IV
MASTER, COLLEGE V
MASTER, COLLEGE VI
MASTER, COLLEGE VII
MASTER, COLLEGE VIII
F A C U L T I E S

Figure 2